

INTELLIGENCE

Sternberg's Three Aspects of Intelligence

- **Analytical (academic problem solving).**
 - **Creative (generating novel ideas)**
 - **Practical (required for everyday tasks where multiple solutions exist).**
-
- The triarchic theory is comprised of three subtheories, each of which relates to a specific kind of intelligence:
 - the contextual subtheory, which corresponds to practical intelligence, or the ability to successfully function in one's environment
 - the experiential subtheory, which corresponds to creative intelligence, or the ability to deal with novel situations or issues;
 - the componential subtheory, which corresponds to analytical intelligence, or the ability to solve problems.
-
- **Componential subtheory (Analytical intelligence):** The componential theory outlines the various mechanisms that result in intelligence. According to Sternberg, this subtheory is comprised of three kinds of mental processes or components:
 - **Metacomponents** enable us to monitor, control, and evaluate our mental processing, so that we can make decisions, solve problems, and create plans.
 - **Performance components** are what enable us to take action on the plans and decisions arrived at by the metacomponents.
 - **Knowledge-acquisition components** enable us to learn new information that will help us carry out our plans.

Analytical intelligence:

- ✓ The ability to acquire and store information; to retain or retrieve information; to transfer information; to plan, make decisions, and solve problems; and to translate thoughts into performance .
- ✓ How efficiently people process information.
- ✓ How to solve problems, how to monitor solutions, and how to evaluate the results.
- ✓ The use of strategies, acquiring knowledge.

SHOUT
SHARE **IT**



- ✓ Students high in analytical intelligence do well in class with lecture and objective tests. They are considered smart, get good grades, do well on traditional tests, and go to competitive colleges.

Contextual subtheory (Practical Intelligence):

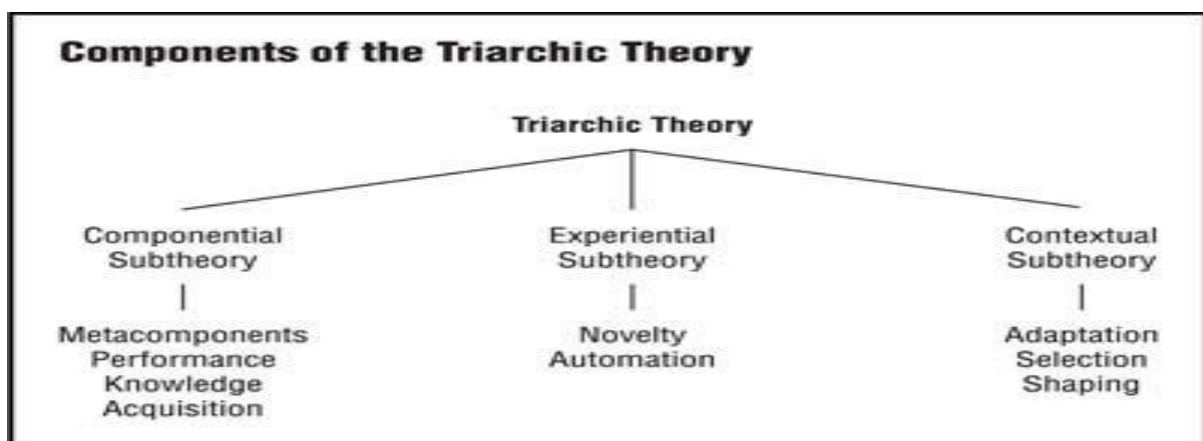
The contextual subtheory says that intelligence is intertwined with the individual's environment. Thus, intelligence is based on the way one functions in their everyday circumstances, including one's ability to

- adapt to one's environment- **Adaptation**
- select the best environment for oneself- **Selection**
- shape the environment to better fit one's needs and desires- **Shaping**

Practical intelligence:

- ✓ The ability to get out of trouble; The ability to get along with other people
- ✓ How people deal with their environment
- ✓ How to size up a situation and decide what to do – to adapt to it, to change it, or to get out of it
- ✓ Students high in practical intelligence don't relate well in traditional schools. They do well outside the classroom walls with good social skills and common sense.

Overview of Sternberg's Triarchic Theory of Intelligence



ARTHUR JENSON- HEIRARCHICAL THEORY

Jensen claimed, on the basis of his research, that general cognitive ability is essentially an inherited trait, determined predominantly by genetic factors rather than by environmental conditions

proposed two level-theories of mental abilities.

1- Level I

2- Level II

- **Level I** is **associative learning** in which output is more or less similar to the input.
- **Level II** is **cognitive competence**, involves higher order skills as they transform the input to effective output.

Jensen suggested that two genetically based levels of intelligence exist.

- **The Level I ability is associative learning**, which consists of Short-Term Memory (STM), rote learning, attention and simple associative skills.
- **The Level II is called cognitive competence**, which consists of abstract thinking, critical thinking, conceptual learning etc.

He argued that Level I ability, i.e. associative learning is equally distributed across all racial and national groups but on the contrary, Level II, i.e., cognitive learning is concentrated more the middle class Anglo-American populations than in the lower class black populations.

According to him, genetic differences in intelligence exist among people coming from different races, nationalities, and social classes.

Jensen conducted studies of intelligence comparing identical fraternal twins. Identical twins have identical genetic dispositions for that their IQs are assumed to be similar.

Fraternal twins like ordinary siblings genetically less similar, which results in the assumption that their IQs less similar. Jensen found support for his views in these findings. Studies with identical twins produced an average correlation of .86, whereas studies of ordinary siblings produced an average correlation of .47.

Jensen on basis of his studies believed that genetic factors are more important than environmental factors for one's intelligence.

❖ **Goleman's theory of Emotional Intelligence**

- **Motivating oneself** implies marshalling emotions in the service of goal.
- **Managing emotions** implies handling the feelings so that they are appropriate
- **Knowing one's emotions** implies monitoring feelings from time to time.
- **Handling relationships** implies having skills to manage emotions in others

The notion of EI consisting of five different components was first introduced by Daniel Goleman, a psychologist.

1. Self-awareness

- Self-awareness refers to the capacity to recognize and understand emotions and to have a sense of how one's actions, moods and the emotions of others take effect.
- It involves keeping track of emotions and noticing different emotional reactions, as well as being able to identify the emotions correctly.
- Self-awareness also includes recognizing that how we feel and what we do are related, and having awareness of one's own personal strengths and limitations.
- Self-awareness is associated with being open to different experiences and new ideas and learning from social interactions.

2. Self-regulation

- This aspect of EI involves the appropriate expression of emotion.
- Self-regulation includes being flexible, coping with change, and managing conflict. It also refers to diffusing difficult or tense situations and being aware of how one's actions affect others and take ownership of these actions.

3. Social skills

- This component of EI refers to interacting well with other people. It involves applying an understanding of the emotions of ourselves and others to communicate and interact with others on a day-to-day basis.
- Different social skills include – active listening, verbal communication skills, non-verbal communication skills, leadership, and developing rapport.

4. Empathy

- Empathy refers to being able to understand how other people are feeling.
- This component of EI enables an individual to respond appropriately to other people based on recognizing their emotions.
- It enables people to sense power dynamics that play a part in all social relationships, but also most especially in workplace relations.
- Empathy involves understanding power dynamics, and how these affect feelings and behavior, as well as accurately perceiving situations where power dynamics come into force.

5. Motivation

- Motivation, when considered as a component of EI, refers to **intrinsic motivation**.

- Intrinsic motivation means that an individual is driven to meet personal needs and goals, rather than being motivated by external rewards such as money, fame, and recognition.
- People who are intrinsically motivated also experience a state of 'flow', by being immersed in an activity.
- They are more likely to be action-oriented, and set goals. Such individuals typically have a need for achievement and search for ways to improve. They are also more likely to be committed and take initiative.

www.aifer.in



**For more helpful classes,
study materials, mock tests:**



9339 100 300



www.aifer.in



education@aifer.in